

What is Visible Learning^{plus} for Science?



About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

Accessing the Course

To access your course you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience please ensure that your browser is up to date.

Login

1. Go to <https://corwin.instructure.com>
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click *Forgot Password?* to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Almarode, J., Fisher, D., Frey, N., & Hattie, J. (2018). *Visible learning for science: K -12*. Thousand Oaks, CA: Corwin.

Course Description

The purpose of this course is to introduce the Visible Learning research and connect it to instructional strategies that accelerate student learning in science education. You will examine dynamic and high-probability teaching strategies that support surface, deep, and transfer phases of learning and see these strategies in action with video from real classrooms. This course is designed for teachers focused on science instruction across all grades K–12.

Course Objectives

By the end of this course, you will be able to


- articulate the key findings from Professor John Hattie’s visible learning research, and
- communicate the importance of well-timed, effective strategies and instructional routines for science education.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1 	What Is Visible Learning^{plus}? After completing this module, you will be able to <ul style="list-style-type: none">• Articulate the key findings from Professor John Hattie’s visible learning research• Define what 0.40 effect size reflects and what effect size means	3.5 hrs Typical time to complete
Read A	Why Visible Learning?	
Read B	Influences on Student Achievement	
Watch A	Know Thy Impact	
Watch B	Focus on Learning	
Watch C	The Visible Learning School: Shared Language of Learning	
Reflect and Create	Setting S.M.A.R.T.E.R. Goals for Your Visible Learning ^{plus}	
Discuss	Learning From Visible Learning Research	
Dialogue	Sharing Visible Learning	
Quiz	What About Visible Learning?	Graded
Reflect	Putting Research Into Practice	
Update Your Portfolio	Visible Learning ^{plus} in Practice	

Module 2



What Is Visible Learning^{plus} for Science?

After completing this module you will be able to

- Articulate the three phases of the learning process (surface, deep, and transfer learning) in science
- Compare and contrast different types of challenging tasks

3.5 hrs

Typical time to complete

Read	Visible Learning ^{plus} for Science	
Watch A	Balancing Surface, Deep, and Transfer Learning	
Watch B	Finding the Right Amount of Rigor	
Watch C	Student Engagement Through Active Learning	
Examine	Maximizing Growth	
Reflect and Analyze	Goldilocks Planning	
Discuss	Learning From Visible Learning Research	
Dialogue	Sharing Visible Learning	
Quiz	Visible Learning ^{plus} Concepts	Graded
Reflect	Making Tasks Purposeful	
Update Your Portfolio	Difficulty and Complexity in Science	

Module 3



Making Meaning of Science Learning

After completing this module you will be able to

- Articulate the role of social skills in science
- Define and give examples of teacher clarity
- Analyze and rationalize the purpose for teaching social skills in the science classroom
- Apply learning intentions and success criteria to instructional planning

3.5 hrs

Typical time to complete

Read	Science Is More Than Demonstrations and Labs	
Watch A	Making Meaning of Science Visible	
Watch B	Discussion in the Science Classroom	
Watch C	Making Learning Clear for Students	
Check Your Knowledge	Clear Learning Intentions	Submit for Feedback
Create and Reflect	Social Skills in the Science Classroom	
Discuss	The Power of Discussion	
Dialogue	Gaining Clarity	
Quiz	Key Concepts	Graded
Project	Teacher Clarity	Submit for Grading
Reflect	Becoming Clearer	
Update Your Portfolio	Teacher Clarity	

Module 4



Mindframes for Visible Learning

After completing this module you will be able to

- Articulate the key attributes of the 10 Mindframes for Visible Learning
- Plan how to implement mindframes in your own professional practice

3.5 hrs

Typical time to complete

Focus	What Is Your Mind-set?	
Read	10 Mindframes	
Watch A	Mindframes Are a Frame of Mind	
Watch B	Lesson Planning With Mindframes in Mind	
Watch C	Embedding the Mindframes	
Examine	Giving Feedback and Using Feedback	
Evaluate and Create	Mindframes in Action	
Discuss	Mindframes in Practice	
Dialogue	I Am a Change Agent	
Quiz	When Mindframes Are Visible	Graded
Reflect	Making Mindframes Visible	
Update Your Portfolio	Mindframes and Teaching for Success	
Capstone		
Final Project	Putting It All Together: Unit Plan	Submit for Grading
Final Reflect	Consider Thy Impact	
Update Your Portfolio	Visible Learning in the Science Classroom	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Mode Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks [here](#).

Standard	Covered in Modules
Standard 1: Learner Development	1–4
Standard 2: Learning Differences	2, 3
Standard 3: Learning Environments	3, 4
Standard 7: Planning for Instruction	1–7, 9, 10, 11
Standard 9: Professional Learning and Ethical Practice	1, 8, 9, 11

Course Policies

Grading Policy and Rubric

Letter Grade	% Grade
A-	94–100
A	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D*	65–69
F*	0–64

Component	Percentage of Final Grade
Final Project	45%
Module Projects	35%
Module Quizzes	20%

**Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.*

Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to resubmit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

Facilitation Model

Throughout your course experience, you will have a dedicated facilitator to answer questions and provide feedback on your submitted projects. Your facilitator will respond to any questions within one business day. All submitted assignments will receive written feedback and grades within 5 business days of their submission date.

Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the [Corwin Advance Academic Integrity web page](#).